DOCUMENT RESUME

ED 437 179 PS 028 144

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TITLE	Friendship and Moral Education: Twin Pillars of Philosophy for Children. Rethinking Childhood, Volume 7.
ISBN	ISBN-0-8204-3776-X
ISSN	ISSN-1086-7155
PUB DATE	1999-00-00
NOTE	227p.
AVAILABLE FROM	Peter Lang Publishing, Inc., 275 7th Avenue, 28th Floor, New York, NY 10001-6708 ($29.95). Web site: <http://www.peterlang.com>.
PUB TYPE	Books (010) -- Reports - Descriptive (141)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Children; Critical Thinking; Educational Practices; Elementary Secondary Education; *Friendship; *Inquiry; Moral Development; Phenomenology; *Philosophy; Problem Solving; Program Descriptions; Thinking Skills
IDENTIFIERS	*Moral Education; Philosophy for Children (Lipman)

ABSTRACT

Philosophy for Children, a program incorporating teaching methods of inquiry among groups of students and designed to introduce students to philosophy through texts designed to generate discussion, has grown enormously since its inception in the late 1960s. Experimental research on the program's impact has demonstrated significant gains in reasoning, reading comprehension, and mathematical performance. This book introduces Philosophy for Children to educators and philosophers, examines the role of Matthew Lipman and others in the development of the program, discusses its implementation internationally, and focuses on two important components of the program: friendship and morality. The book traces the roots of the program and explains its emergence in the social, philosophical, and educational context of the last 50 years. Most chapters contain references. The book also includes a personal statement of phenomenology. Two appendices include contact information for international centers and representatives for the Philosophy for Children program. (KB)

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